

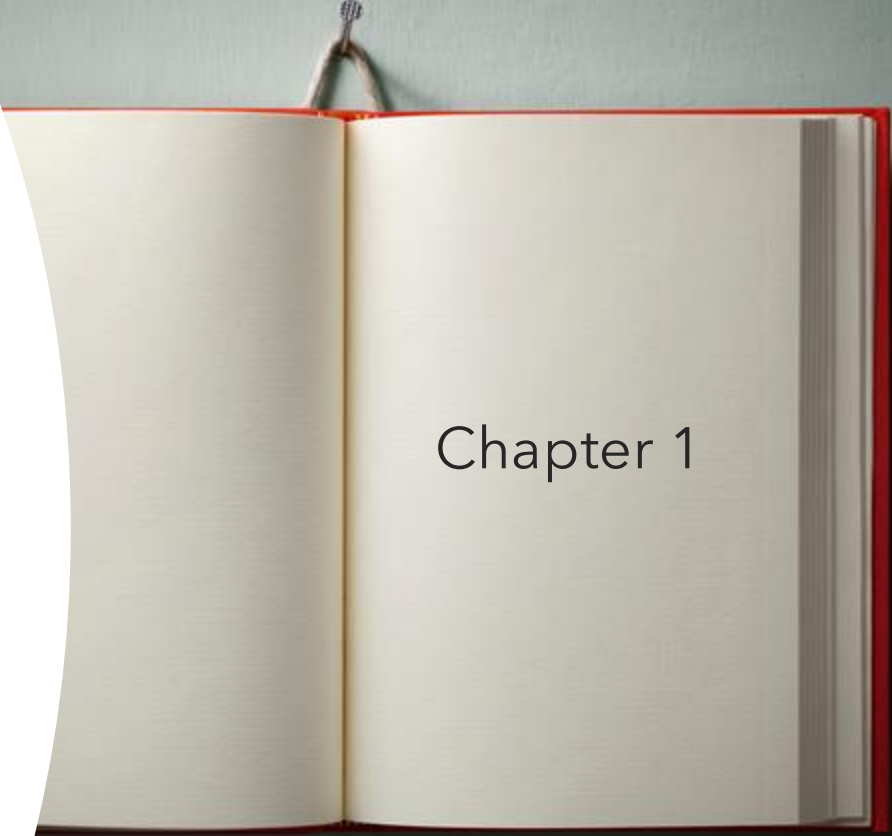
Trauma Informed Syllabi Planning

Karen L. Gordes, PhD, PT, DScPT
Professor, Program Director MS-Teaching Certificate
Health Professions Education



UNIVERSITY *of* MARYLAND
SCHOOL OF GRADUATE STUDIES

*Why
important*



Chapter 1

Educational Lifespan

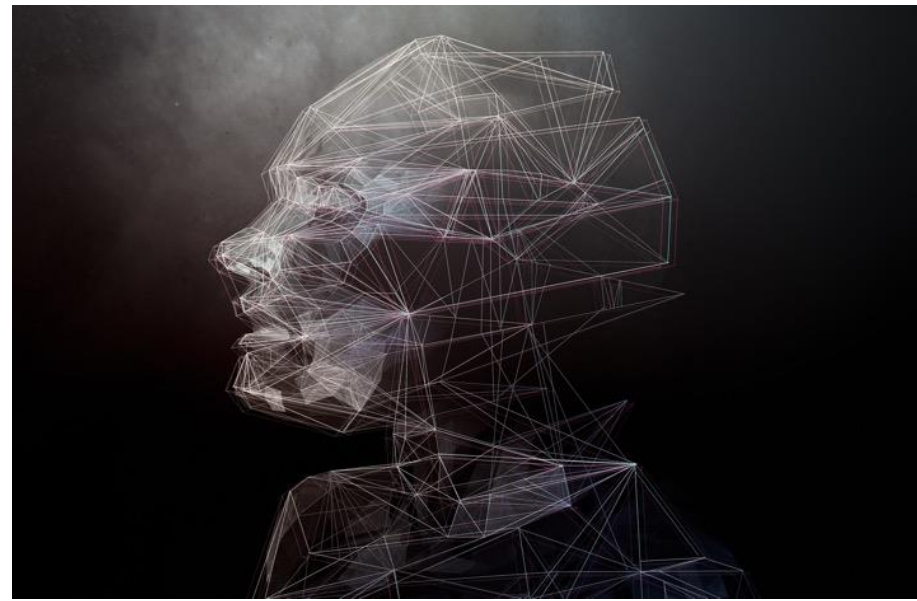


66%-94% of college students report exposure to one or more traumatic event before entering college

50% in first year of college



≠ Cope



≠ Cognitive Processing

Lasting Adverse Effects

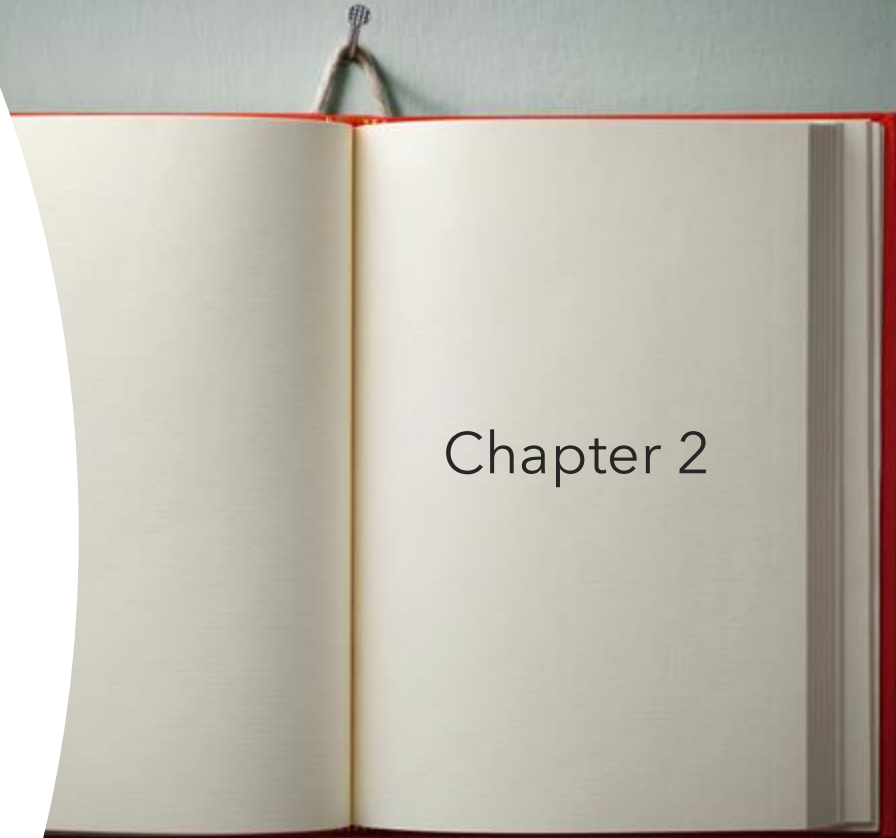


≠ Trust



≠ Regulate

*What is
Trauma
Informed
Teaching
Practice*



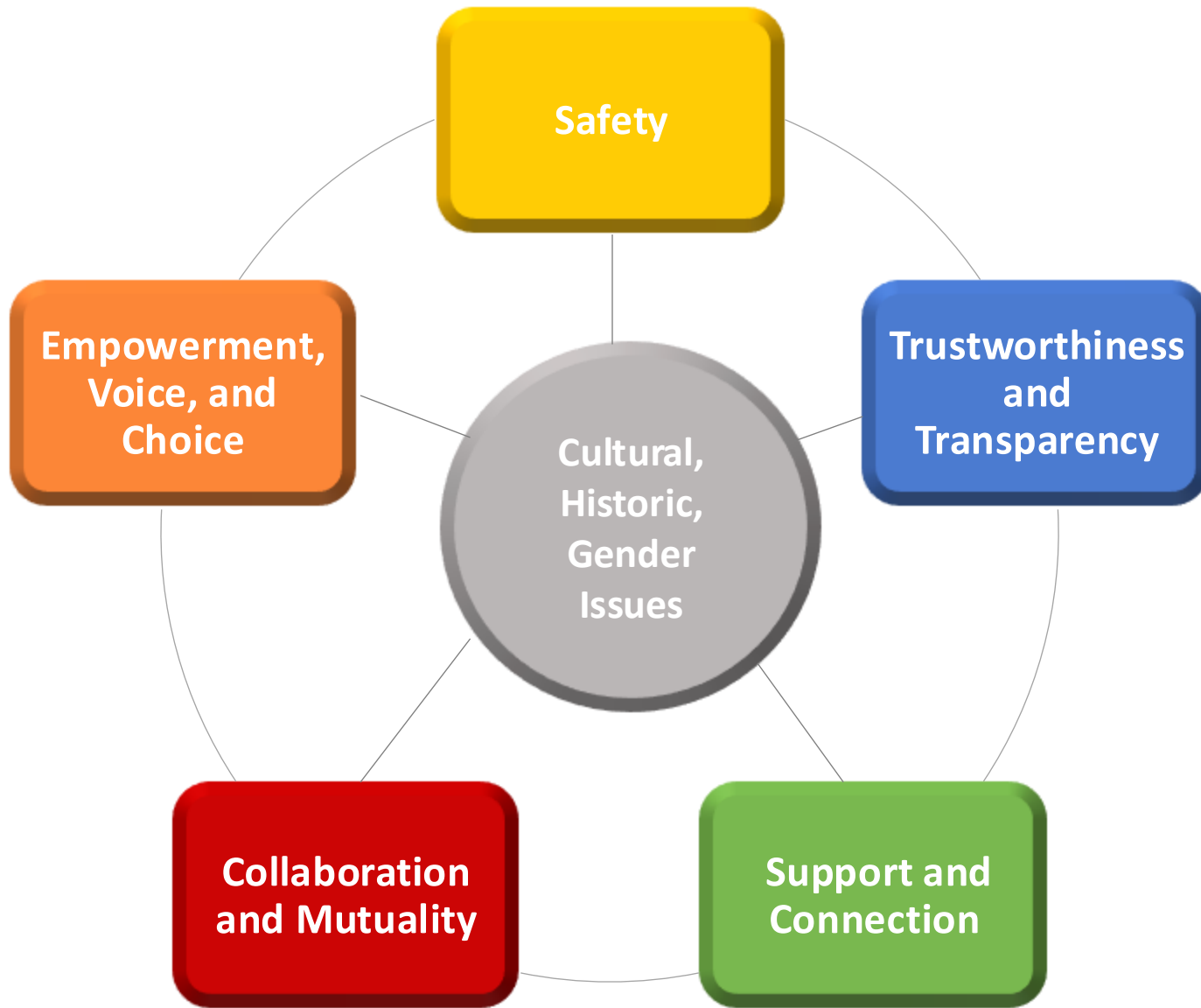
Trauma Informed Pedagogy



Strengths-based
Person-centered
Solution-focused

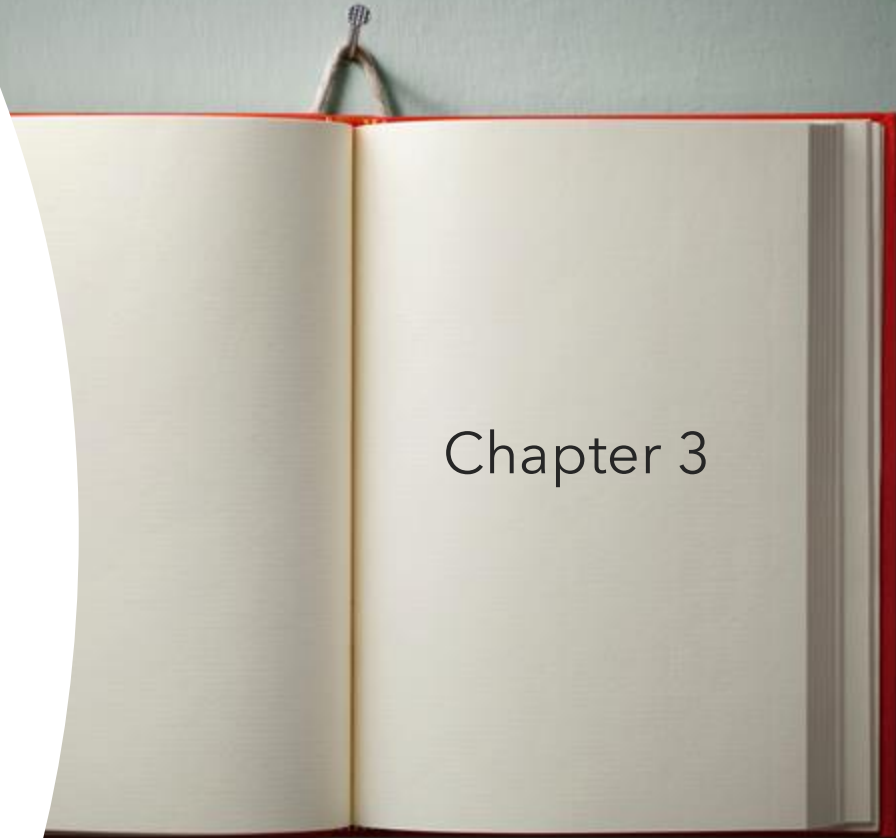
- Support trauma impacted learners
- Resist re-traumatization






Adapted Thompson, P. & Carello, J. Trauma-informed pedagogies: A guide for responding to crisis and inequality in higher education. Springer Nature

*Applying
Trauma
Informed
Practice to
Syllabi*





Principle: Safety



Our program is committed to **fostering, cultivating, and preserving a human-centered educational environment for all learners.** We embrace an educational community enriched and enhanced by the differences that make each individual unique and we believe the identities and lived experiences of our students are assets to our intellectual community.



Transparency Builds Trust

Course Map

The table below shows how the activities and assessments in the course align to course learning objectives.

Course Objectives	Fulfill all institutional operational requirements to conduct research as a member of the academic institution.	Generate an HPE research topic and evaluate the research topic through critical appraisal of existing literature.	Author an original and motivating doctoral dissertation proposal draft demonstrating synthesis of literature on an HPE topic with elucidation of an appropriate methodology/research design for the selected HPE question.	Create a working plan with appropriate timelines and identified resources for generation of a viable doctoral dissertation.	Provide appropriate peer feedback on materials prepared for generation of a scholarly product.
Affiliated Learning Modules	Module 1	Modules 1, 2	Modules 3, 4, 7, 8	Modules 2, 5, 6	Modules 1, 2, 4, 5
Affiliated Learning Materials - Activities	Readings on ethics and selecting a dissertation topic	Videos, readings on framing dissertation chapter 2,	Readings on drafting a dissertation, worked examples	Readings on project plans, risk management, panel discussion, on selecting a committee	Feedback resources for discussion board
Affiliated Assignments	DB 1.1, CITI training	Engage in literature search	Draft elements of dissertation chapters 1-3, Proposal presentation	Dissertation roadmap, Project -Risk management plan, DB 6.1,	DB 1.1

Required Textbook: Rudestam, K.E. & Newton, R.R. (2015). Surviving your dissertation 4th edition. Sage.

Why the Rudestam book? This text provides key concepts and practical guidance to assist in developing each chapter of a dissertation. In that sense, this text can carry you from this course through to dissertation defense.



Instructor Availability

I am committed to your learning experience and welcome you to contact me by email or arrange for a virtual meeting via a platform feasible to you. **If I don't respond to your initial communication within 48 hours**, please contact me again.

Principle: Connection



Having a sense of community, support, and respect where one can share their whole authentic self is important to developing resilience, here are links to peer communities that may be of interest to you:

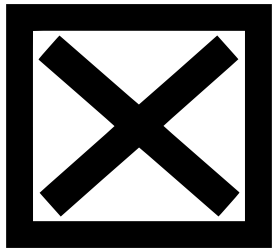
Graduate Student Association

[Home](#) > [Student Life](#) > Graduate Student Association





Principle: Collaboration and Mutuality



Compliance

- you must
- failure to



Collaborative language

- Together we will explore
- We will collectively examine



Emphasize what you value

- Connection is valued in this course, checking Blackboard regularly (~every 48 hours) will keep you connected to me and your peers
- Reading all assigned course readings will provide for a rich discussion
- The best opportunity for me to know if you are on track to meet course goals is if assignments are submitted in a timely manner



Revise - Resubmit

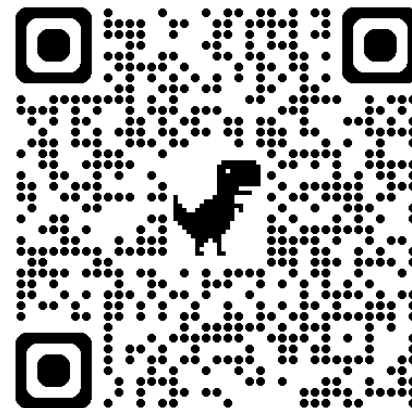
For completed assignments not meeting expectations, learners have the option to resubmit based on the feedback provided

A woman wearing a red headscarf and a red top is shown in profile, looking upwards and smiling. Her right hand is raised towards her head. A white horizontal line is positioned above the text. The background is a blurred outdoor setting with buildings and trees.

Principle: Empowerment, Voice, Choice

ADA Guidelines

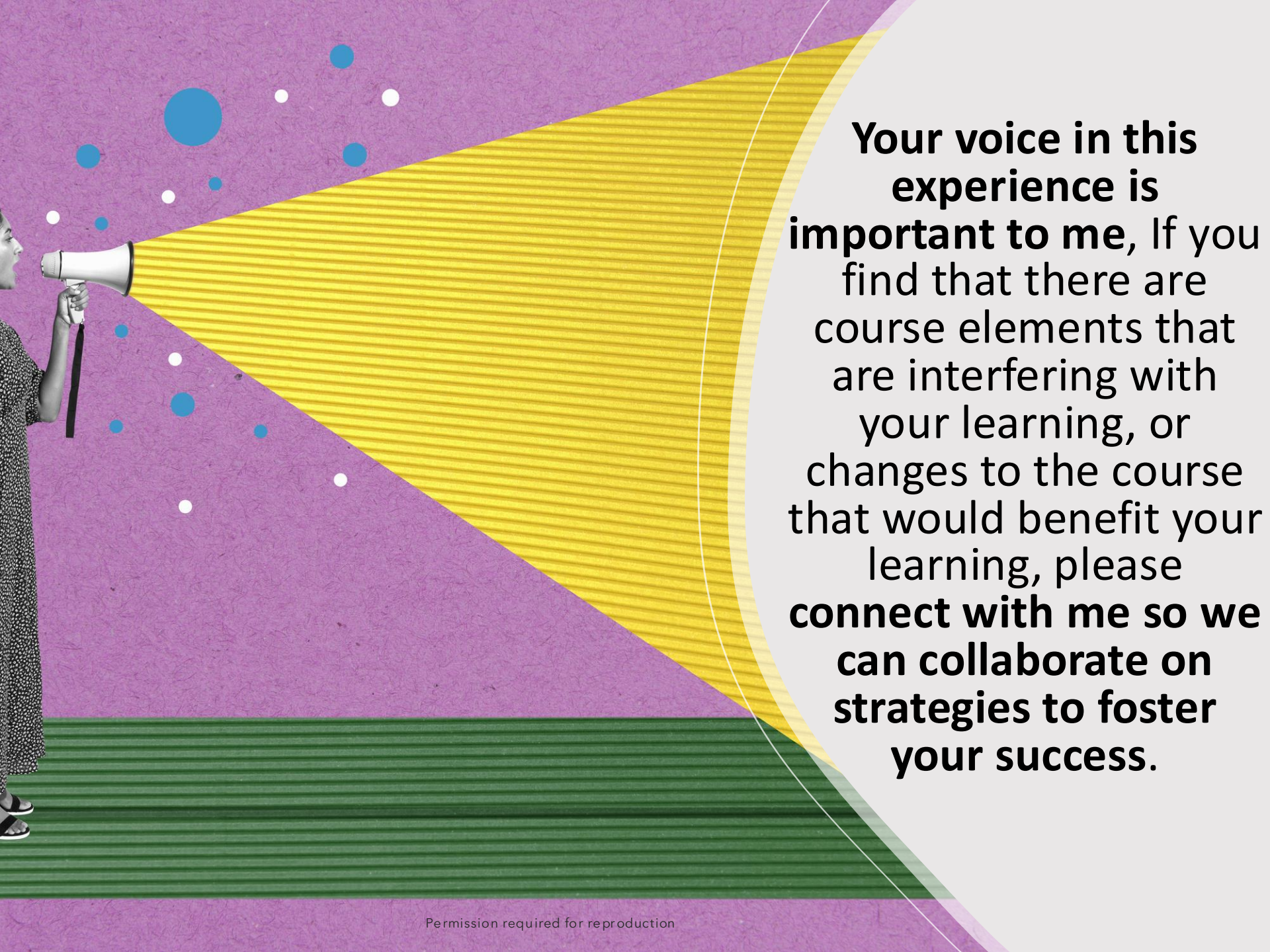
- A. Font Style: Sans Serif
 - Options: Arial, Tahoma, Verdana, Calibri, Open Sans, Times New Roman
- B. Font Size: 11 or 12 pt
- C. Color contrast: Text and images of text must have a contrast ratio of at least 4.5:1.
 - [Color Contrast Checker](#)
 - To identify Hex color (click on font color, select more colors, select RGB sliders, move slider to selected color, hex color # will appear in box)
- D. Resize text: A reader must be able to resize text to at least to 200 percent without loss of content or functionality.
- E. Context flow: horizontal scrolling should not be required
- F. Alternative text: provide alternative text for non-decorative images
 - Right-click on image, view alt text, add text to provide a description of the image
 - For decorative images – select “mark as decorative”





Your well-being is important to us. We encourage you to explore ways to support your well-being while learning, including wellness strategies and support systems.

- Please connect with me if you would like to learn more about resources for self-care and wellness.
- Below are institutional resources available to you as a student in the program.
- Please consider reviewing the following links that discuss factors that impact learning and opportunities for self-regulation and resilience practices.



Your voice in this experience is important to me, If you find that there are course elements that are interfering with your learning, or changes to the course that would benefit your learning, please connect with me so we can collaborate on strategies to foster your success.

Example: Student Choice in Assignment

Develop a personal leadership vision and self-efficacy plan. Include your short, intermediate, and long-term self-efficacy plan to practice and develop your top leadership attributes. Complete the assignment using one of these options:



6-PAGE PAPER

Option One



15-SLIDE POWERPOINT

Option Two

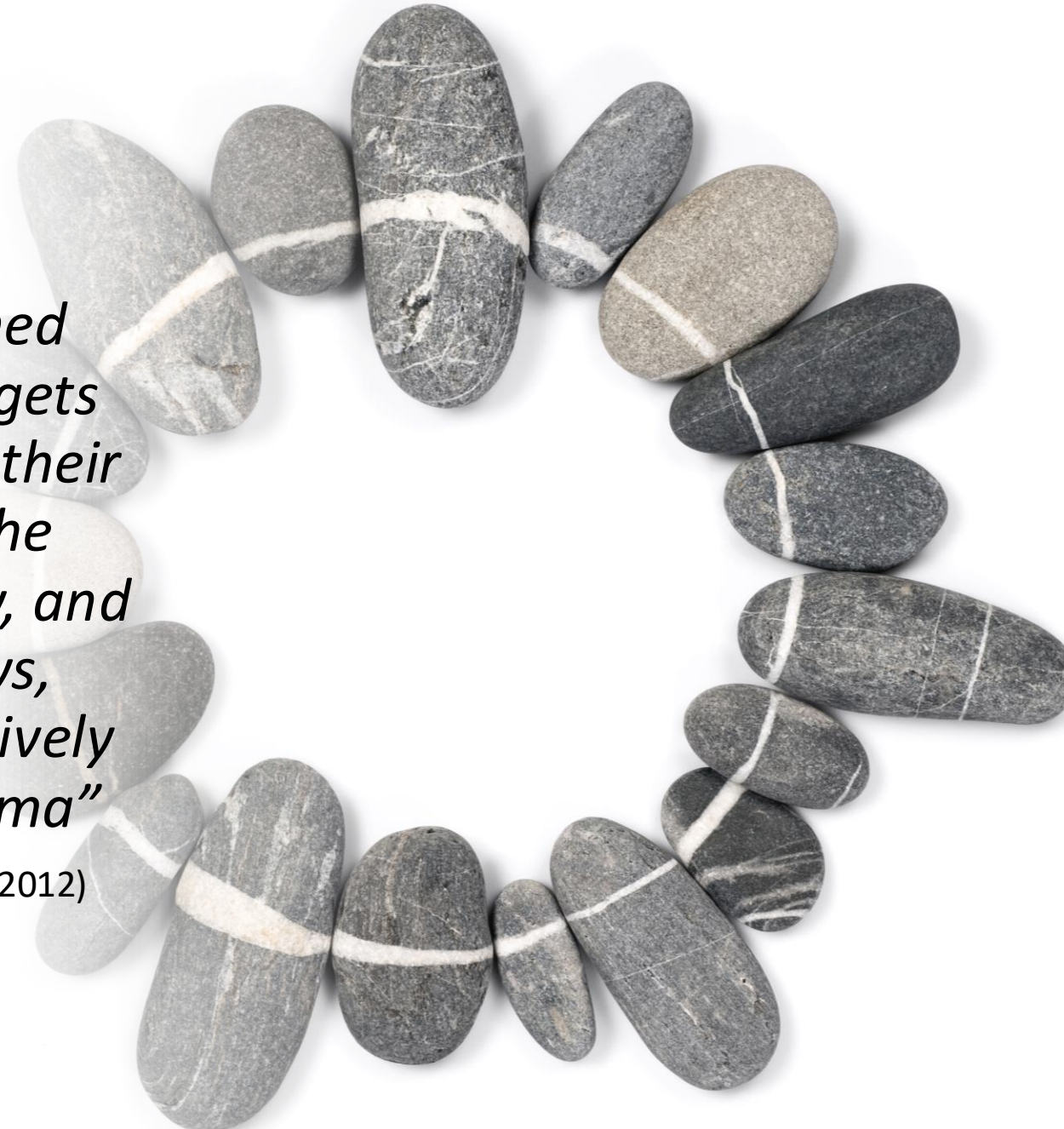


8-MINUTE VIDEO

Option Three



Principle: Diversity of content



*“A trauma-informed
educator never forgets
that students bring their
entire lives into the
classroom every day, and
that on some days,
students will be actively
responding to trauma”*

(Perkins & Graham-Bermann, 2012)

*each learner is doing the best they
can at any give moment*

A hand is shown from the wrist up, reaching towards the top left of the frame. The hand is illuminated from below, giving it a warm, golden glow. Numerous small, bright, golden-yellow particles are scattered around the hand, some appearing to trail behind it as if caught in a breeze. The background is a dark, gradient grey, which makes the glowing elements stand out. The overall mood is one of hope, gratitude, and gentle farewell.

*Thank you
and
Be Well Friends*

Karen L. Gordes, PhD, PT, DScPT

Email:

karen.gordes@umaryland.edu

To learn more about trauma informed teaching , connect with me here

